School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Environmental Charter Middle - Inglewood	19101990127498	10/3/2024	9/19/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

ECMS-I aligns the use of federal funds with our vision and mission. This mission is communicated throughout our Local Education Agency (LEA) through professional development, parent orientation, and printed materials. Our strategic plan and Local Control and Accountability Plan (LCAP) goals are rooted in our mission/vision. Home office leadership meets regularly with site leadership to ensure site-level work remains focused on goals. Our Board utilizes a dashboard to ensure resource allocation and leadership actions stays focused on strategic priorities. Interim Benchmarks are set for goals and disaggregated data is visualized and analyzed to evaluate the efficacy of actions. This analysis takes place at all levels of the organization: board members review data with our Superintendent and ECS Directors review data with site administrators and teacher leaders. Site administrators and teacher leaders review data with teachers at professional development workshops and in department meetings. Finally, site administrators and teacher leaders review data with families and staff via our School Site Council, English Learner Advisory Committee, during Title One Meetings and as part of professional learning.

Our SPSA is developed in concert with our LCAP. This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/SPSA development, so the analytical work of the LCAP/SPSA drives the development of the budget.

The purpose of this School Plan for Student Achievement (SPSA) is to establish the strategies and activities that Environmental Charter Middle School - Inglewood (ECMS-I) is employing to operate its schoolwide program (SWP). The SWP consolidates all school-level planning efforts into

one plan for programs funded through the consolidated application. The SWP, developed with parental involvement in its planning, review, and improvement, uses effective methods and instructional strategies based on scientifically based research that addresses the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Since reopening our campus in August 2021, ECMS-Inglewood has provided multiple in-person and virtual opportunities for stakeholders to review and discuss upcoming school decisions, provide suggestions and feedback to administration, and debrief processes and procedures. Throughout the year, input is actively sought both formally and informally, data is shared, and recommendations are made. Stakeholders' perspectives and insights inform the identification of critical priorities and decision-making around resource allocation, program implementation, and accountability for actionable goals.

The process to engage our educational partners and solicit feedback from key stakeholders includes:

-Weekly meetings with staff

-Regular meetings with the Assistant Principal, Dean, Office Manager, Instructional Coaches, Mental Health Team, Facilities (Campus Engineer) to solicit feedback on school operations and plan for future school events

-Weekly meetings with Dean and Mental health team (Counselor and Social worker) to solicit feedback and proactively address the needs of tier 2 and tier 3 behavioral concerns and/or families requiring additional support from the school

-Weekly meetings with Weekly ELD and Special Education Coordinators to progress monitor the academic achievement of special populations as well as ensure compliance with the implementation of the requisite support

-Meeting with the Office Manager to solicit feedback and monitor progress of compliance activities related to attendance

-Meetings with Instructional Leadership Team (ILT) meetings to analyze feedback from teachers pertaining to professional development and student academic achievement. (Note: the ILT uses student achievement data and teacher feedback to adjust the scope and sequence of professional learning to respond to the needs of the stakeholder)

-Cabinet meeting with fellow ECS principals, assistant principals, organization directors, and specialists to progress monitor charter implementation and adjust accordingly

-Coffee with the Principal

-Parent Town Halls

-English Learner Advisory committee (Note: at ELAC meetings parents of English Learners are invited to provide feedback on the English Language Development program and strategize on ways to improve attendance)

-School Site Council (Note: the SSC meets three times a year. SSC members review data, identify student needs, develop the School Plan for Student Achievement, and provide input on the LCAP)

-Parent/Teacher conferences

-African American Partnership meeting with Parent Liaison (Note: the focus is to build awareness, education, and a new level of consciousness about being an African American student in today's society)

-PTA meetings with administration

ECMS-Inglewood also engaged educational partners through surveys, including:

-Feedback questionnaires following staff meetings (Note: at the end of the weekly meeting, teachers and staff complete a feedback form. Information from these forms drives decisions about future professional development and the refinement of processes & procedures)

-Annual Climate of care survey (Note: ECMS-Inglewood participates in the California School Climate, Health, and Learning Surveys. Each year our parents take the California School Parent Survey, our students take the California Healthy Kids Survey and staff take the California School Staff Survey)

-Student surveys (Note: during advisory periods teachers ask questions about school connectedness, peer relations, and learning environment)

Finally, ECMS-Inglewood utilizes informal opportunities, including our fall Harvest Festival (Fall), our Unity Fest (Winter) and our Earth Day Festival (Spring) to enhance community relationships and improve communication between families and school staff. Every month, a garden event is also held on site, where families, students and local partners can come together to support ECMS-Inglewood and beautify the campus.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the CA School Dashboard and recent ELA CAASPP data (*pulled on 6/5/24) our current 6th graders tested at 45% proficiency (-7.7 points below standard) and overall scores (6th - 8th grade) dropped slightly, 45% last year to 43% this year. Students with disabilities increased their proficiency rate from 5% last year to 13% this year and their distance from standard also improved 19 points (-95.8 in 2022-23 >> -76.8 in 2023-23); however based on other students' performance in the state this group of learners has been identified as lowest performing in the 2023 CA Dashboard. Our English Language Learners and Hispanic/Latino students proficiency rates dropped this year, 36% >> 33% and 46% >> 43% respectively, putting our ELL students on the Lowest Performing Data Files list.

In Math, our current 6th grade class tested at 35% proficiency (-27 points below standard). While our students with disabilities' scores are on the 2023 CA Dashboard Lowest Performing Level, and remain at 8% proficiency, their distance from standard did decrease slightly from -129.6 in 2022-23 to -114.5 this year showing some gap closure.

While we are pleased to see some increases in proficiency rates in both ELA and Math, we acknowledge that specific student groups have not made as much progress as we had hoped. Based on our mission to reimagine public education, it is crucial to address these disparities and provide necessary support for all students. To improve overall ELA scores/proficiency rates and decrease the distance from standard with our English Language Learners, students with disabilities, as well as our Hispanic/Latino students, ECMSI will continue to build vertical alignment into common rubrics ensuring grade level rigor and instruction across all courses. Additionally, robust student work analysis will allow educators to review standardized assessments against grade book data in order to help inform decisions on specific interventions and lesson planning. To reach students who need Tier 2 support, the site continues to utilize Freckle, which is an online platform that identifies individual reading needs and concurrently provides specific interventions for that learner. Students who would benefit from targeted literacy assistance and are performing below grade level are also encouraged to participate in ELOP and ESY summer programming (Tier 3 support).

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal #1

Goal #	Description
1	**Improved Student Outcomes**. We will improve outcomes for all students by improving instruction and programs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The mission of ECS is to redefine public education in underprivileged communities of color, while preparing conscious, critical thinkers who are equipped to graduate from college and contribute to a more equitable and sustainable world. To fulfill this goal, ECMS-Inglewood (ECMSI) consistently implements a best-practice teaching model and strives to enhance the effectiveness and efficiency of existing education programs. For example, through targeted initiatives, such as Reading Apprenticeship and math programs, we have witnessed significant improvements in student performance outcomes. Building upon this progress, we continue to administer necessary interventions that provide additional support to those students who require it.

Our dedication to continuous improvement and equity also drives our work to create an inclusive and supportive learning environment where every student thrives in Math. During the 2023-24 school year, overall proficiency remained unchanged; however there was some growth in our distance from standard scores (-41.4 >> -29.7). Accordingly, ECMSI continues to implement Tier 1 classroom "look-fors" which include protected independent think time, partner/small group collaboration, whole group discussion with elevated student voice and opportunities to revise/synthesize thinking. Our organization-wide priority, Planning for Critical Thinking, further allows for the design and implementation of lessons that provide space for all students to think about math, write about math, and talk about math each day. This year, not only did teachers use common assessments as a starting place for their classroom planning, after unpacking end of unit assessments, lessons were assigned to match the grade level standard and rigor necessary for student proficiency. In addition to responsive instruction, Tier 2 support was implemented during advisory periods where targeted individuals were given assistance, through online learning sessions and direct tutoring, to support the understanding of content and overall math fluency. Finally, with the help of co-teaching teams, Tier 3 support adapted and modified lessons to meet the needs detailed in IEPs and instruction was delivered in small groups or one-to-one instruction that was integrated within the whole class structure, whenever possible, to provide the least restrictive environment. It must also be noted that ECMSI piloted ECS' first Algebra supplementary course intended to increase college bound pathways for our high achievement students. This selected group participates in both

Math 8 and the Algebra Addin course where over 90% of those enrolled are on track to master algebra content. This successful pilot (Tier 3 opportunity) will pave the way for other high achievers at our sister schools, ECMS-Gardena.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Average Distance from Meeting Standard (DFS)	2024 -12 EL: -40 SWE: -77	2027 -3 EL: -28 SWE: -65
CAASPP Math Average Distance from Meeting Standard (DFS)	2024 -31 EL: -64 SWE: -113	2027 -22 EL: -52 SWE: -101
CAST Science Average Distance from Meeting Standard (DFS)	Each cohort's average 5th Gr distance from met	Cohort baseline +9
Percentage of English Learners who make progress on ELPAC	2023 ELPI Status: 72%	65% or greater
Per cohort, the percentage of students reclassified out of those who started at the site as an English Learner	Average reclassification rate for cohorts 2019 to 2023: 47%	55%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Other course outcomes: MS Physical Fitness Test Percentage of pupils participating in the Physical Fitness Test	23-24: 100%	95% of students required to take the test.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	**Multi-Tiered Systems of Support/Teacher Development System** ECS will improve systems for supporting equity in student learning. As we return to the new normal of in-person learning, we will consider how our instructional best practices evolved during the global pandemic, through distance learning, and amid a collective social awakening. We will articulate and implement an inclusive multi-tiered system of support that ensures that all ECS students become conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. We will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth and, through our Teacher Development System, we will prepare our new teachers and provide student-centered coaching and professional development.	English Learners, Foster Youth, Low Income	$331,244 $68,314 $5,860	LCFF Title I, Part A Title II, Part A
2	**English Language Development Professional Development** Improve delivery of ELD services through targeted professional development for general education teachers on serving English Learners at our site	English Learners	$14,457 $95,781	LCFF Title I, Part A

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3	**Literacy & Math Initiatives** Continue implementation of WestEd's Reading Apprenticeship across content areas with a focus on metacognition, text selection and classroom conditions. Continue implementation of adopted CCSS-aligned mathematics curricula, including the adoption of Reveal Math Curriculum to better support the balance of fluency, rigor and overall student success.	All Students	$478,636 $7,008	LCFF Title II, Part A

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

ECMSI continues to focus on strategic planning, professional development, and program evaluation in order to administer high level instructional practices that support achievement and academic growth, of all learners, but also those students who are not meeting the standard in both ELA and Math. Tailored instructional strategies particularly for students with disabilities, English language learners, our Black/African American students, as well as our Hispanic/Latino students, continue to be implemented as the site works to reduce CA Dashboard distance from standard metric and increase subject matter proficiency. To address these disparities, we implemented a range of targeted interventions through MTSS. In ELA, we prioritized Tier 1 vertical alignment and consistency across all classes, ensuring grade-level rigor and instruction through common rubrics and rigorous assessments. Additionally, robust student work analysis allowed teachers to tailor instruction to student needs more effectively. The site also continues to use Freckle to help struggling readers with their individual needs (Tier 2).

Furthermore, by embedding WestEd's Reading Apprenticeship into professional development, beginning with a 3-day summer institute for all new teachers, ECHS-Lawndale continues to model this teaching framework for staff during their weekly meetings, as well as during regular check points with instructional coaches or key administrators.

In Math, the site continues to focus on fortifying Tier 1 instruction across all classrooms, emphasizing critical thinking and problem-solving skills in order to increase proficiency rates in all student groups. Active learning strategies were incorporated into classroom "look-fors" and common

assessments monitored student growth to ensure that all learners had access to rich content appropriate with their grade and learning level. For those who required additional support in Tier 2, individualized instruction was provided for during advisory periods, along with adaptive online learning sessions that assisted with overall content and math fluency. Finally, Tier 3 support offered through small groups or one-on-one instruction was integrated within the class structure, whenever possible, to provide the least restrictive environment. The site also piloted the first Algebra supplementary course (combining Math 8 and Algebra Addin) in order to increase college bound pathways for a select group of high achieving scholars. If successful, this will pave the way to offer additional Tier 3 opportunities at our other Middle School in Gardena.

As a result of the aforementioned actions and the development of instructional/service plans, ECMSI has streamlined processes that directly respond to the needs of learners in a more timely fashion. Site leaders reported a majority of their students engaging in collaborative conversations that were task or core-text based, as well as students who regularly participated in independent thinking or processing during classroom observations. When conducting visits to observe teaching and collect evidence of Tier 1 systems, site leaders also observed students documenting their process in writing or through verbal explanations, justifying answers, asking questions, and annotating their text. Finally, to improve academic growth amongst our students with disabilities, weekly department meetings, para-professional meetings, and 1:1 specialist meetings were scheduled to support an effective delivery model. Finally, a district-wide tracking system helps to ensure compliance in the delivery of processes, program/technical support, and other services.

Lastly, in response to stakeholder feedback and the increased need for collaboration time, as well as student support, the site maintained the new bell schedule implemented during the 2022-23 academic year. Though the school day ends 26 minutes earlier (3:14pm vs. 3:40 in previous years), we have preserved both our advisory periods and intervention time and continue to meet our required instructional minutes all while also providing additional opportunities for teachers and support staff to collaborate in pursuit of meeting the challenges of our most vulnerable students.

As part of our ongoing mission to educate underserved and low income students, ECMS-Inglewood offers pivotal support during the transition from elementary to middle school. By working together with key stakeholders, including our families and staff, we are preparing students for the demands of a rigorous high school, and fostering important skills, such as essay writing, public speaking, organization, research protocols, effective group collaboration, and critical thinking, encouraging success in core content courses.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Central to the goal to improve student learning outcomes is the cultivation of a robust literary and analytical foundation that engages students, explores diverse genres and perspectives, while also reflecting the complex realities of our world. All learners are given the opportunity to broaden their ELA horizons and gain insight into intersectionalities, as well as power dynamics. While leveraging Tier 1 instructional best practices, middle schoolers are encouraged to develop their critical thinking skills through writings, assignments, and other classroom discussions. Interdisciplinary projects also create planned class time for innovation, creativity and collaboration with peers thereby fostering a sense of belonging and community. An advisory period built into the bell schedule allows for multi-tiered interventions including differentiated learning, academic support (i.e.: use of Achieve 3000 and Freckle to reach learners at their own individual level in ELA, Math, Social Studies and Science), wellness services and counseling (when necessary). Additionally, through regular professional development and weekly meetings with the site's ELD team, Special Education Coordinator and Instructional Leadership Team, academic achievement is monitored and the data informs lesson planning to enhance student outcomes.

Furthermore, as research consistently shows a strong connection between academic achievement and student well-being and/or a sense of connectedness, the site is committed to improving the school's overall climate of care. Through a two-year CA Community School Partnership grant, ECMS-Inglewood has hired a dedicated social worker on campus to help implement MTSS, SEL and PBIS programs. In conjunction with the Social Worker, the Principal and Dean of Students also implemented a series of restorative justice practices for disciplinary issues that arose during the reporting period. Concurrently, as the community experienced a steady decline in covid cases, there were less health and safety disruptions and a decrease in staffing shortages. Concurrently, as the community experienced a steady decline in covid cases, there were less health and safety disruptions, more consistent student attendance, and a decrease in staffing shortages, all leading to improved student growth.

Material differences between ECMSI's budgeted expenditures and estimated actuals are due to two spending decisions. First, we optimized resources by utilizing ECS' Director of SpEd and ELD, eliminating the need for a separate ELD consultant as initially budgeted. And second, rather than utilize EL Software to support our English Learners, we discovered effective alternative methods resulting in lower than anticipated spending.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Expanding on the work ELA teachers have done this year, ECMS-Inglewood continues to build curriculum that is vertically aligned, while leaning into common rubrics including data from IAB's, NWEA and CAASPP scores, and end of unit assessments to ensure grade-level rigor and that standards are being met. Through a focus of "claim - evidence - analysis" the site supports the correlation between formative and summative assessments, and increases student ownership of their learning. Additionally, by enhancing Math classroom "look-fors," we are giving students a multi-modality experience that protects independent think time, encourages collaboration, elevates student voice and provides an opportunity to both revise/synthesize thinking.

To combat post-pandemic passivity amongst many students, teachers have reduced lecture-style instruction and increased opportunities for student voice. This approach not only strengthens formative assessments, but it encourages greater student engagement which often translates into higher academic achievement.

Goal #3

Goal #	Description
3	**Excellent Operations & Facilities**. We will ensure operations and facilities are mission-aligned, meet the needs of our educational program and facilitate the achievement of student learning outcomes. With the support of the ECS Home Office, we will establish operations that support the smooth and compliant functioning of our school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In order to achieve successful student learning outcomes, operations and facilities continue to support the educational programs in place at ECMSI. With assistance from the ECS Home Office, we have established effective protocols and policies that maintain compliance and help the site efficiently function day-to-day.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers: Fully credentialed & appropriately assigned Number of misassignments	23-24: 4	0
Instructional Materials: Percentage of students with access to standards-aligned instructional materials.	23-24: 100%	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	23-24: The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary	The facility will receive ratings of good on all inspected systems and an overall rating of exemplary.
Course Access	23-24: All students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.	100% of students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	**Professional Services** School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational programs. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	All Students	$963,598 $727,554 $10,000	LCFF Other State Title II, Part A

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

It is imperative that our operations and facilities remain mission-aligned and continue to meet the needs of our educational programs. In order to ensure the achievement of all learning goals, the ECS Home Office, which includes human resources, accounting, financial/fund development, and data management, has developed policies, procedures and protocols for the ECMS-Inglewood leadership team to direct their focus on student outcomes. In addition to the regular use of Door Bloks in each classroom, gates were regularly monitored, and emergency drills were practiced throughout the year. ECS also updated its Network Safety Plan with protocols and communication templates should there be a health or safety issue on campus.

Our budgeted and estimated actual expenditures at ECMSI show some variations. While we anticipated the need for additional academic resources, we spent more on the base curriculum, including educational software, Chromebooks and laptops. This increase ensured that our students had the technological tools they needed to succeed while empowering educators with the resources to deliver engaging instruction. Additionally, the increase in spending is directly related to our child nutrition program. As California Education Code mandates that LEAs provide two meals per school day, we enhanced the food options available to all 6th-8th graders to ensure they have access to healthy and delicious meals.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In an effort to ensure excellent operations, ECMSI audited the current condition of all campus facilities and reviewed infrastructure upgrades necessary for the proper implementation of our mission-aligned programming. While the site's estimated actual expenditures slightly exceeded those originally budgeted, requisite actions were taken to enhance compliance and goal accountability. As a result, student learning flourished, campus safety increased, and staff felt supported thereby making significant progress towards our goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None at this time.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	$171,180
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,702,452

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.
The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.

- Description: Describe the strategy/activity.

- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.

- Proposed Expenditures: List the amount(s) for the proposed expenditures.

  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the Consolidated Application (ConApp) is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b. Be based on academic achievement information about all students in the school, including all groups under *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 200.1 to:

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

      iii. Assess the needs of the school relative to each of the components of the schoolwide program under 34 *CFR* Section 200.28.

      iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

      v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

        1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

            a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

            b. Use methods and instructional strategies that:

                i. Strengthen the academic program in the school,

                ii. Increase the amount and quality of learning time, and

                iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

            c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

                i. Strategies to improve students' skills outside the academic subject areas;

                ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;

                iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;

                iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 34 *CFR* sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/

- ESSA Title I, Part A: School Improvement:
  https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp

- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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